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ABSTRACT

This issue of the "On Campus With Women" newsletter includes the following topics: a federal court case decision that student aid constitutes federal assistance, but that the Department of Health, Education and Welfare cannot compel Grove City College to sign a legally defective Title IX compliance form; a Department of Justice move to enforce Title IX compliance at Texas A&M University and the University of Alaska; student actions to monitor Title IX enforcement at the University of Iowa; a battle between sports associations for sponsorships of post-season tournaments; a guide on athletic scholarships; a Pennsylvania published model for hearings on equal athletic opportunity; the status of rowing as a woman's sport; women coaches; a Sloan Commission proposal for a new agency to enforce federal anti-discrimination regulations; new affirmative action regulations proposed by the Department of Labor's Office of Federal Contract Compliance Programs; rules for keeping employment records; comprehensive compliance investigations; a sex discrimination case at Keene State College; costs of sex discrimination suits; sex discrimination at religious colleges; right to privacy about pregnancy as a female employee; minority women in the professions and in sports; historical materials on Black women; trends on women's education; women's centers; women's studies programs; sexual harassment; rape; developments concerning employed women; women in the sciences; and language and textbooks. (SW)

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on campus with women

Number 26 • Spring 1980

CONTENTS

Editorial	2
Title IX	1
. . . and Sports (see also In The Courts)	4
Federal Update	5
In the Courts	6
Minority Women	7
On The Campus	8
Women's Centers	10
Women's Studies	11
Sexual Harassment	11
Rape	12
Employment	13
. . . Recent Trends	14
. . . In The Sciences	15
Language and Textbooks	15
International	16
Resources	17

TITLE IX

Court Rules Student Aid Constitutes Federal Assistance: Labels Title IX Compliance Form "Defective"

A federal district court recently ruled that while student aid constitutes federal assistance, the Department of Health, Education and Welfare (HEW) cannot compel an institution to sign a legally defective Title IX compliance form. GROVE CITY COLLEGE (PA) had refused to sign the form on the grounds that the school did not directly receive federal funds and therefore was not subject to Title IX.

The court's decision was the result of a lawsuit filed by the college and four students in 1978 after an administrative law judge ordered student aid to Grove City terminated because of the college's refusal to comply with Title IX's assurance requirement. In order to receive federal assistance, institutions are required to sign the form which assures the government that the institution is not discriminating. The opinion by Judge Paul Simmons found HEW's assurance form 639A "fatally defective" because it had not been revised to reflect recent federal court decisions challenging Title IX coverage of employment discrimination. Several courts have contradicted HEW's claim that Title IX covers employment (see OCWW #25, p. 1). Simmons agreed with HEW that Basic Educational Opportunity Grants (BEOG's) do constitute federal financial assistance to colleges, but ruled that Guaranteed Student Loans (GSL's) technically do not. The opinion also noted that as a recipient institution, Grove City College could be required to sign a properly revised assurance form, which eliminated references to employment.

Noting that there had been no finding of sex discrimination in Grove City's programs, the court held that termination of federal student aid for a procedural violation without evidence of discrimination was inappropriate. Simmons also ordered that a full hearing be offered to all potentially affected parties, including student aid recipients, prior to any fund cut-off. HEW has asked Judge Simmons to reconsider his ruling that GSL's do not constitute federal aid under Title IX. If the request is denied HEW is expected to appeal the decision. [*Grove City College* v. *Patricia Harris;* CA #78-1293 U.S. Dist. Ct., WD Penn., March 10, 1980]

In a similar case decided by an appeals panel at HEW prior to the Grove City decision, HILLSDALE COLLEGE (MI) was found in violation of Title IX for refusing to sign a Title IX assurance form. The review panel concluded that the college was covered by Title IX because it is a recipient of federal student aid, including Guaranteed Student Loans. The panel's decision, which reverses an earlier decision by an administrative law judge, could enable HEW to cut off student aid funds if the school continues to resist compliance. However, Hillsdale has since asked a federal appeals court to review the review panel's ruling.

Department of Justice Moves To Enforce Title IX Compliance

The Department of Justice (DOJ) recently took first steps to enforce compliance with Title IX by joining in two separate sex-discrimination suits at TEXAS A&M UNIVERSITY and the UNIVERSITY OF ALASKA. In the first case, Justice claimed that exclusion of women from the Texas Aggie Band and three other elite ROTC organizations is a violation of Title IX. Subsequently, the Department asked the U.S. District Court in Houston to issue a permanent injunction barring sex discrimination at Texas A&M and called for affirmative remedies to correct past discrimination.

DOJ charged that exclusion from these activities denies women not only the opportunity to partake fully in the military training at A&M, but also "deprives them of the opportunity to participate in activities at the heart of university life." Additionally, Justice stated that every female cadet who had expressed an interest in the Aggie Band "had been actively discouraged and dissuaded from joining by band and/or faculty members." Sixty of the university's 2,200

(Continued on page 3)

project on the status and education of **women**

Association of American Colleges • 1818 R Street, NW, Washington, DC 20009

Number 26 • Spring 1980

EDITORIAL

Women on Campus: A Ten-Year Retrospect*

The end of a decade is a time for looking backward and for looking ahead. It is both exhiliarating to assess the remarkable changes concerning women on campus which have occurred, and quite depressing to realize how much still needs to be done.

More than ten years ago, on January 31, 1970, a Pandora's box was wrenched open when the Women's Equity Action League (WEAL) filed the first charges of sex discrimination in academe under Executive Order 11246. There were no laws at that time specifically prohibiting sex discrimination against faculty, administrators or students. Only a little-known Executive Order prohibited employment discrimination by federal contractors, but it was not enforced with regard to sex discrimination by universities and colleges.

The past decade has been one of paradox. On the one hand, hundreds of institutions were charged with sex discrimination. More than twelve hundred pages of congressional hearings documented a pattern of discrimination throughout academe, and in response, the Congress shaped a new national policy to prohibit sex discrimination on campus. Title VII of the 1964 Civil Rights Act was amended to cover employment in educational institutions. The Equal Pay Act was amended to cover executives, administrators and professionals, which included faculty women. Title IX of the Education Amendments of 1972 was also enacted to cover students in all federally assisted educational programs. Women were energized; women's organizations and caucuses proliferated; more charges of sex discrimination were filed against institutions of higher education than against any other industry in the country. As a result of all this activity, the number and proportion of women students increased substantially at all levels; women's studies courses increased from a mere handful to over 15,000; innumerable campuses have "women's committees," and written affirmative action plans.

On the other hand, the more things change, the more they remain the same:

- Most women continue to major in the traditional female fields such as education.
- The salaries of women in academe are still lower than those of men with comparable training and experience at every age, every degree level, every field, and every type of institution.
- Despite an increase in the number of women assistant professors, these gains were not matched by gains in promotions; there has been no comparable gain in the tenured ranks.
- The unemployment rate for women Ph.D.'s in the sciences and social sciences is two to four times that of men.
- More than 90 percent of all college students attend institutions where all three of the top administrative positions—president, chief academic officer, and dean—are held by men.

The general pattern of women employed in postsecondary institutions is as distressingly the same as it was in 1970:

- The higher the rank, the fewer the women.
- The more prestigious the field or the school, the fewer the women.
- The higher the prestige of the job, the fewer women (only 6.8 percent of college presidents are female, and most of them are at women's colleges).

Women's groups have been concerned about the lack of change and the poor record of HEW enforcement of strong laws and regulations prohibiting discrimination. Notwithstanding myths to the contrary, not one penny of federal dollars has ever been taken away because of sex discrimination. In fact, the few times that federal dollars have been temporarily delayed has usually occurred because an institution did

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project on the status and education of **women**

Association of American Colleges • 1818 R Street, NW, Washington, DC 20009

Number 26 • Spring 1980

not have a written affirmative action plan, not because of sex discrimination. Spearheaded by WEAL, several women's organizations successfully sued HEW and obtained an agreement to speed up enforcement investigations.

Nevertheless, there has been some progress. One of the most important changes in the past decade has been the legitimatization of women's issues as an area of concern in higher education. Throughout the educational community, women have joined together to press for better policies and programs. There are more than 100 women's caucuses or committees in the various academic and professional organizations. In several states women have organized statewide networks of academic women. Most campuses, as mentioned earlier, have a committee or commission to deal with women's issues. Although women students have been somewhat less active, they too have pressed for change in such areas as athletics, health services, and the elimination of sexual harassment by male faculty. Still another area of progress lies in the marked increase of women at the graduate level, and in medicine, science and law.

Most important, perhaps, is that a national policy is now in place and that is a major accomplishment. It is probably the most comprehensive national policy in the world regarding discrimination against women in the workplace, and women and girls in the schoolroom. Although there have been continued attempts to chip parts of it away, it is unlikely that Congress would ever overturn all of the legislation.

Slowly but surely, the overt discrimination is ending. We are now fighting the subtle forms of discrimination, and these are harder to identify, far harder to prove, and much harder to deal with and remedy. Moreover, men and women often view the subtle forms of discrimination very differently. Too often, many find it easier to acknowledge and understand overt, intentional discrimination. For example, when overt barriers are dismantled, such as when a department chair no longer excludes women from his department, some men assume the problem is fully solved. Many women, on the other hand, often view discrimination as being more than just the formal barriers; they see a whole host of subtle behaviors that have a discriminatory effect. Women may view social behavior, such as male faculty always having lunch together, as having a discriminatory effect, because women are excluded from such informal sources of information and the subsequent opportunity to learn more about their profession. Thus, many men tend to overestimate the progress which has been made; many women tend to understate the progress. Many men often think in terms of how far we have come; many women in terms of how far we have yet to go.

For these reasons, measuring the "success" of the women's movement in academe is like looking at a glass of water which is half empty, or half full, depending on your perspective. Moreover, success in this arena, as in all social movements, cannot be measured in terms of total victory, but can only be assessed in terms of increments of change. Unquestionably, remarkable progress has been made in a short span of time. But it is equally clear that all we have done is taken the first step of a very long journey, a journey that will in all likelihood take several hundred years.*

—Bernice Sandler

(Sandler has been Director of the Project on the Status and Education of Women of the Association of American Colleges since its inception in 1971.)

* [Some of these remarks are excerpted from a speech given at the annual meeting of the American Association for Higher Education in April 1979, and appear in *Current Issues in Higher Education 1979* (4) *Employment Practices in Academe*, entitled "You've Come a Long Way, Maybe—or Why It Still Hurts To Be a Woman in Labor."]

(Continued from page 1)

cadets are women. [*Zentgraf v. Texas A&M University*, U.S. Dist. Ct., Houston, #A79-943, Nov. 19, 1979.]

In the second case, three members of the UNIVERSITY OF ALASKA'S women's basketball team filed a suit charging the university with giving less assistance to the women's basketball team than the men's team. The school allegedly spent more money on the men's team including overall budget, coaching, scholarship allocations, publicity, travel and equipment. For example, during the 1978-79 season ,new uniforms were given to the men's team while the female players had to use old, mismatched uniforms. Justice charged that such action violates both the Equal Protection Clause of the Fourteenth Amendment and Title IX. In its complaint submitted to the U.S. District Court, DOJ asked the Court to require the university to end the alleged discrimination against women athletes. [*Pavey v. University of Alaska*, U.S. Dist. Ct., Anchorage, #A79-019, Nov. 20, 1979.]

project on the status and education of **women**

Association of American Colleges • 1818 R Street, NW, Washington, DC 20009

Number 26 • Spring 1980

Taking The Initiative: Students Monitor Title IX Enforcement

Students at the UNIVERSITY OF IOWA have taken an active role in insuring compliance with Title IX in the area of athletics. The Student Association has established The Rights and Freedom Committee to monitor the University's enforcement of Title IX. The Association has agreed to the use of student fees for construction of a sports arena with the understanding that the institution maintain its commitment to women's athletics and Title IX. In alliance with the Women's Athletic Department, the Committee will advise the Student Association Senate if a violation of Title IX has occurred, will offer recommendations to remedy the situation, will keep the press and student body informed, and will lobby the administration for changes.

. . . AND SPORTS

Sports Associations Battle for Sponsorships of Post-Season Tournaments

In a controversial move, the National Collegiate Athletic Association (NCAA) voted to begin sponsoring championships in 1981 in five sports for women attending its Division II and III member schools. The sports include field hockey, volleyball, basketball, swimming and tennis. The Association for Intercollegiate Athletics for Women (AIAW) denounced the decision of NCAA as an attempt by the men's organization to seize control of all women's sports and a direct threat to the nine-year old AIAW. Because schools must choose to place their programs in either NCAA or AIAW, the NCAA action could lead to the withdrawal of some small and medium-sized colleges from AIAW membership despite the opposition of those directly involved in the women's athletic program. Since NCAA pays some championship costs for its teams, a similar policy for women may lure schools with financially tight athletic programs away from the AIAW, which cannot yet defray championship costs to the same extent. Members of the AIAW, which currently offers its 900 member schools 35 national championships in 17 sports, also suggested that by offering national championships in only five sports, the NCAA's action may in fact, violate Title IX by reducing competitive opportunities for women. Title IX requires colleges to upgrade and enhance athletic opportunities for women. Any reduction in such opportunities could be viewed as a violation.

Tapping Your Sources: $$$ For Women In Sports

For many women athletes a scholarship can mean the difference between receiving a postsecondary education and never going to college at all. *Women's Sports* magazine has recently published an updated guide of more than 10,000 athletic scholarships available at more than 700 higher education institutions this year. The guide which appears on page 45 of the February, 1980 issue is a useful tool for parents, educators counselors, coaches and student athletes. Reprints of the guide, which has been approved by the President's Council On Physical Fitness and Sports, are available from the Women's Sports Foundation, 195 Moulton St., San Francisco, CA 94123. Include $1.00 for postage and handling with each request.

Pennsylvania Publishes A Model For Hearings On Equal Athletic Opportunity

"Sex Discrimination In High School Sports" is a report and recommendations from public hearings held on interscholastic athletics for girls in Pennsylvania. The Pennsylvania Commission for Women held the hearings in November of last year to evaluate the extent to which sports equity had been achieved in the state. The subsequent publication contains testimony by coaches, parents, students and organizations and may be used as a model for other states interested in sponsoring similar hearings. A summary of the report can be obtained from Evelyn Frantz, Pennsylvania Commission for Women, Box 1323, Harrisburg, PA 17105.

The Sinking Truth About Women's Crew

Women students are rowing regularly on more and more campuses across the country. In fact, women's crew may be the fastest growing sport in terms of participation and yet the slowest to obtain scholarship monies. Between 60 and 70 universities, including six of the big ten schools and all but one of the Ivy League institutions, offer women's crew on the varsity or club level. While only 15 women tried out for the team at the UNIVERSITY OF WISCONSIN in 1973, 120 women tried out last fall. Similarly, at the UNIVERSITY OF CALIFORNIA at BERKELEY, 38 women tried out for the team in 1974 while 150 made the attempt in 1979. But despite the increased popularity of rowing at every level, few institutions offer athletic scholarships for women's crew.

Woman Referee Sets Precedent

A change in discriminatory practices toward women sometimes comes in times of necessity. Such was the case at the CLARK COLLEGE (GA)/MORRIS BROWN (GA) men's basketball game in February 1980. When one of the two scheduled officials failed to show up, Bettye McClendon took to the floor. McClendon, an Atlanta Board of Education supervisor, thus became the first woman referee to officiate a men's college basketball game. According to the Morris Brown coach, she did a "terrific job. Very professional. Better than a lot of men I've seen." McClendon hopes that the per-

project on the status and education of **women**

Association of American Colleges • 1818 R Street, NW, Washington, DC 20009

Number 26 • Spring 1980

cedent she has set will encourage other women to "get involved."

Women Coaches Falling Behind

In the race for coaching jobs, women still trail men according to a recent study conducted by Bonnie Parkhouse of the UNIVERSITY OF SOUTHERN CALIFORNIA. For example, between 1974 and 1979 the total number of male coaches (heads and assistants) in AIAW institutions increased 182 percent; the number of women coaches increased by only three percent. At the assistant coach level, positions filled by men rose 368 percent compared to 174 percent for women. But statistics on male and female head coaches were even bleaker. The number of men increased 137 percent while the number of women actually declined by 20 percent.

Keeping Stats On Women in Sports

According to the *Wall Street Journal*, a recent study conducted by a New York advertising agency, Benton & Bowles, found that nearly 45 percent of all downhill skiers, 49 percent of all tennis players and 36 percent of all squash players are female. Among the reasons cited for the significant level of involvement of women in these and other sports were more leisure time, deferred marriages, fewer children and the enactment of Title IX.

FEDERAL UPDATE

Sloan Commission Proposes New Agency to Enforce Federal Anti-Discrimination Regulations

The Sloan Commission on Government and Higher Education recently recommended the creation of a separate independent regulatory agency within the new Department of Education to consolidate enforcement of all federal anti-discrimination laws and regulations at postsecondary institutions. Under the proposed plan, the agency, which the Sloan Commission has called the Council for Equal Opportunity, would assess compliance by colleges and universities with federal anti-discrimination requirements affecting students, faculty and administrators. The Council could require back pay, and terminate federal aid to specific programs, departments or to the entire institution. New legislation would be required to create the Council. Two members of the commission dissented: Peter B. Clark of the *Detroit News* stated that higher education should face the same scrutiny as the rest of society, and Judge A. Leon Higginbotham said that the panel was more concerned about the problems of administrators and tenured faculty than discrimination. Additionally, women, blacks and the handicapped oppose the proposal, claiming that the Council would be no more effective in protecting their interests than existing enforcement agencies and that current enforcement efforts would be lessened.

OFCCP Proposes New Affirmative Action Requirements

The Department of Labor's Office of Federal Contract Compliance Programs (OFCCP) has proposed a set of regulations that would revise the affirmative action obligations of federal contractors. Under the proposed rules, which appeared in the December 28, 1979 *Federal Register*, employers would no longer be required to certify in writing that their workplaces are not segregated by race, sex, religion, color or national origin. The change is designed to cut paperwork without lessening protections against job bias. The new rules would also lighten the burden of preliminary investigations by requiring OFCCP to conduct preaward reviews only when a prospective contractor has at least 250 employees and has not had an affirmative action compliance review within the preceeding 24 months. These changes would reduce the current number of 11,800 annual mandatory reviews to about 1,200, thus freeing compliance review officials to do more comprehensive reviews. In addition, employers who have federal contracts that collectively total $50,000 or more within a 12-month period will be required to develop affirmative action programs. (Currently, only firms with a federal contract worth $50,000 or more must have affirmative action programs. The proposed guidelines also prohibit the use of official authority to make sexual advances and the basing of personnel actions on sexual favors.

EEOC To Review Rules for Keeping Employment Records

In response to complaints by educators that recordkeeping provisions of the new employee selection guidelines are both costly and burdensome, the Equal Employment Opportunity Commission (EEOC) is conducting a study to determine the provisions' impact upon employees and whether changes should be made. The selection guidelines were designed to insure compliance with Title VII of the Civil Rights Act of 1964 which prohibits discrimination in employment, and Executive Order 11246 which requires affirmative action by federal contractors. Under the current recordkeeping provisions, employers must maintain and have available for inspection records demonstrating the effect of selection procedures on "employment opportunities for persons identifiable by race, sex or ethnic origin." The Office of Management and Budget (OMB) mandated the study after giving preliminary approval to the initial employee selection guidelines last spring. Final approval is being withheld pending completion of the EEOC study scheduled for November 30, 1980. For further information contract Merle Morrow, EEOC, 2401 E St., NW, Washington, DC 20506.

project on the status and education of **women**

Association of American Colleges • 1818 R Street, NW, Washington, DC 20009

Number 26 • Spring 1980

IN THE COURTS

Courts Give Green Light to Comprehensive Compliance Investigations

The U.S. Supreme Court refused to hear in January 1980 a community college's complaint challenging the investigatory powers of the Department of Health, Education and Welfare (HEW) in a case of alleged discrimination. The high Court's decision let stand two previous court rulings supporting HEW's authority to conduct wide-range investigations under Title VI, which prohibits discrimination on the basis of race, color, or national origin in institutions receiving federal financial assistance. The ruling is likely to apply to Title IX of the 1972 Education Amendments which is patterned after Title VI.

The case, *El Camino Community College v. U.S.*, originated in 1973 when a local group, the Council of Chicano Organizations, accused the college of discrimination against Hispanic students. When HEW attempted to investigate the school's recruitment program, enrollment statistics and financial aid policies, the college refused to cooperate unless HEW limited its investigation to programs that directly received federal assistance. Subsequently, when HEW began procedures to cut off funds, the college filed suit in a federal district court. However, both the U. S. District Court, and the 9th U.S. Circuit Court of Appeals ruled in favor of HEW and supported the argument that in order to determine if discrimination existed in federally funded programs, the agency also had to examine a wide variety of other programs affecting students. Judge Shirley S. Hufstedler, in one of her last opinions for the 9th Circuit Court wrote, "we cannot excuse the college for its failure to comply with the regulations that it accepted in obtaining federal funding." The Supreme Court's refusal to review the case upholds the lower court's ruling ordering El Camino Community College to comply with HEW's investigation. [*El Camino Community College District v. U.S.* (48 USLW 3309)]

High Court Refuses to Hear Sex Discrimination Case

The U.S. Supreme Court recently let stand a lower court's ruling that KEENE STATE COLLEGE (NH) discriminated against a female faculty member in denying her promotion from associate to full professor. The high court's decision not to hear the case ended five years of litigation begun in 1975 when Christine M. Sweeney, a member of the school's faculty since 1969, filed suit under Title VII of the 1964 Civil Rights Act, claiming that her promotion denial was based solely on the fact that she is a woman. Title VII, as amended, prohibits job discrimination on the basis of race, color, religion, national origin or sex. Although a promotion was granted in 1976, Sweeney alleged there were no apparent reasons, other than sex bias, for the delay.

It was the second time the case had come before the Supreme Court. Fourteen months earlier, in November, 1978, the Supreme Court ruled that an appeals court had applied too harsh a standard in determining sex discrimination and sent the case back to the lower court. In reconsidering the case, the First U.S. Circuit Court of Appeals again ruled that the institution discriminated against women in faculty promotions and ordered the college to make Sweeney's promotion retroactive to 1975 with back pay and to pay all legal fees. The Supreme Court's refusal in January, 1980, to review the case upholds the lower court's ruling. [*Keene State College* v. *Sweeney*, (48 USLW 3465)]

What Price, Justice?

As the number of sex-discrimination suits increases, colleges and universities are finding the costs of these suits to be high.

- A federal court recently ordered BROWN UNIVERSITY (RI) to pay $252,601 in fees to attorneys who represented four female faculty members in a sex-discrimination suit settled out of court in 1977. Combined with the expense of their own lawyers, and back pay awards exceeding $100,000, the lawsuit has cost the university close to $1.1 million. A spokesperson for the school has estimated that nearly 90 percent of the total expense has gone to counsel for both sides.

- AUSTIN PEAY STATE UNIVERSITY (TN) will pay $12,152 to 13 women faculty members in settlement of a sex-discrimination suit brought against the school by the U.S. Department of Labor (DOL). In commenting on the action, a university spokesperson claimed that although there was no discrimination at the institution, a settlement was preferable to costs incurred from a court battle.

- An associate professor of English at OREGON COLLEGE OF EDUCATION in Monmouth was recently awarded $4,750 in back pay as the result of a sex-discrimination complaint filed with the Oregon Bureau of Labor. In conducting a pre-decision investigation, the Labor Bureau reportedly found "substantial evidence of discrimination" and ordered the school to grant back pay.

- In a recent decision the New Jersey Division on Civil Rights (DCR) ordered WILLIAM PATERSON COLLEGE (NJ) to pay $48,000 in back pay and interest, and an additional $1,500 as compensation for "humiliation, mental pain, and

project on the status and education of **women**

Association of American Colleges • 1818 R Street, NW, Washington, DC 20009

Number 26 • Spring 1980

suffering" to two women physical education instructors who had filed a complaint of sex-discrimination with DCR. In concluding that women were paid less and given less time off to coach than male instructors, Warren E. Smith, director of DCR, ordered the college to award back pay to the two complainants. The state, which is the defendant in cases involving state schools, is considering an appeal.

First Amendment: No Mantle for Sex Discrimination

A U.S. District Court in Iowa recently ruled that a religious institution's First Amendment protection from state intervention does not exempt it from liability under Title VII of the Civil Rights Act of 1964. Title VII, as amended, prohibits job discrimination on the basis of race, color, sex, national origin or religion, although religious organizations are exempt with respect to the employment of individuals of a particular religion or religious order. In his decision, Judge Edward McManus stated that in a case of sex discrimination a federal court can consider the "strictly sex-based" issues of a school's employment practices without interfering with the religious mission of the institution. He added that although Title VII is not applicable in areas concerning the "employment of individuals of a particular religion to perform work connected with the carrying out of (an institution's) activities," the law does have jurisdiction over a "religious educational institution with respect to any and all discrimination."

The question emerged when a female faculty member of Wahlert High School in Dubuque filed suit under Title VII claiming that the school's firing of an unmarried pregnant woman violated the anti-sex discrimination clause. In an affadivit presented to the court, she alleged that the school's moral code prohibiting pre-martial sex was enforced discriminatorily since other teachers engaging in pre-martial sex had not been fired. Siding with the plaintiff, McManus said that although the school has a right to establish such a code of conduct, and use it as a legitimate religious qualification, the law requires that it be applied equally to men as well as women. [*Doltel* v. *Wahlert High school*, U.S. Dist. Ct. of Northern Iowa, 1/23/80]

Pregnancy: A Woman's Right To Privacy

The U.S. Supreme Court recently let stand a lower court's decision that it is illegal for an educational institution to compel an employee to disclose when she becomes pregnant, or to use such information in teacher contract negotiation or renewal. The case involved the Pickens County, S.C. public school system which required notification of pregnancy and then used that information to deny a woman a new contract. [*Board of Trustees of Pickens County School District* v. *Mitchell* (48 USLW 3356)]

Court Rules Atheletic Program Violates State Law

The Oregon Court of Appeals ruled that the UNIVERSITY OF OREGON's intercollegiate athletic program violated a state statute prohibiting sex discrimination in state-funded education programs. The ruling reversed and remanded an earlier finding of non-discrimination made by the state chancellor of higher education. The court reached its decision by considering whether or not the university's program has a disparate effect upon women's athletic opportunities. The case involved a complaint filed by two taxpayers in 1977. A hearing officer had originally found the university in violation of state law, but that decision was subsequently overturned by the chancellor. [(*Aiken v. Lieuallen, et. al.*, 39 Or. App. 779)]

MINORITY WOMEN

Report Identifies The Educated Ranks of Women

Asian women surpass all other groups of women in their levels of educational achievement according to a study conducted by the Federal Women's Program. Reported in *The Status of Women by Selective Social Indicators*, the study found that Japanese women had the highest high school completion rate (99 percent) and Filipino women had the highest college completion rate (51 percent). The levels of educational achievement for other minority women are low. For white and black females, the high school completion rates are 86 percent and 75 percent respectively. However, college completion rates for white women are 21 percent; for black women, 11 percent.

The study also found that Asian and white women earned more money than any other group. Chinese and Chicano women received the lowest earnings among college-educated women. For more information, write Federal Women's Program, U.S. Civil Service Commission, Rm 7540, 1900 E St., NW, Washington, DC 20415.

Perspectives On Minority Women In The Professions

The state of minority women professionals is explored in the proceedings of a conference on minority women held at the UNIVERSITY OF CALIFORNIA, SAN FRANCISCO in March, 1979. Funded by HEW, the 88-page collection examines the current state of research and knowledge about professional minority women's experiences; identifies areas for further research; and also assesses the participation of minority women in medical schools. Also included are recommendations and a selected bibliography. *The Minority Woman In America: Professionalism At What Cost?* is available

free from the Office of Health Resources and Opportunities, Health Resources Administration, 3700 East-West Highway, Hyattsville, MD 20782.

Fare Thee Well? The State Of Minority Women In America

Selected information about minorities and women in health professions and at health professions schools appears in a new publication from the Department of Health, Education and Welfare. *Minorities and Women In The Health Fields: Applicants, Students, and Workers* is a two-part report containing the most current data on the number of minority students majoring in the health professions and the number of minority persons working in health occupations. The second half of the report cross-references the same data by sex. Most of the data, however, is given by race *or* sex; only a few tables give data on minority women. Prepared by Wilbertine P. Philot, the 122-page report is available at $4.20 from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Stock #017-022-00655-3.

Minority Women In Sports

In an effort to highlight the particular needs and unique experiences of the minority female athlete, The National Minority Women in Sport Conference was held in January, 1980 at HOWARD UNIVERSITY (DC). The conference was designed to aid administrators, teachers, and coaches working with minority women's sport groups; to present the attitudes, expectations and status of minority women in sport; and to promote further research. Among the topics discussed were the nature of the minority woman athlete, the future of minority women in non-traditional sports, the minority woman sports administrator and implications of Title IX on both the predominately white and predominately black institutions of higher education. For further information about the conference contact Doris Corbett, Department of Physical Education, Minority Women In Sport Conference, Howard University, Washington, DC 20001. Tapes of the Conference are also available at $5.00 prepaid.

A Long-Awaited History Lesson About Black Women

Charlotte Ray graduated from Howard University Law School in 1872 to become the first black woman lawyer in the United States. Juanita Kidd Stout, a graduate of Indiana University Law School, became the first black woman judge nearly eighty years later.

Familiarizing people with the names and achievements of these women and others like them is the objective of a two-year research project funded by the Women's Educational Equity Act Program. The project will produce ten booklets describing the contributions of black women to American society since 1776 in such areas as science, education, medicine and health, the arts, media, civil rights, politics and government, business and commerce, law and sports. For further information, write Phyllis Rauch Klotman, Afro-American Studies, Indiana University, Bloomington, IN 47405.

Rounding Up Resources On Black Women In Education

Black Women and Education, a bibliography, is the newest addition in a series of resource roundups from the Women's Educational Equity Communications Network (WEECN). Compiled with the assistance of Effie Jones, director of the office of minority affairs at the American Association of School Administrators, the bibliography lists general resources about black women as well as sections on elementary and secondary schools, higher education, educational administration, and careers and counseling. Also included is a list of national organizations and projects which concentrate on black women and education. Single copies are available free with a self-addressed envelope from WEECN, Far West Laboratory, 1855 Folsom St., San Francisco, CA 94103.

On Being Ethnic, American and Female

A collection of stories about growing up as a minority American woman has recently been compiled by Edith Blicksilver. *The Ethnic American Woman: Problems, Protests, Lifestyles* is available at $12.95 from Kendall/Hunt Publishing Co., 2460 Kerper Blvd., Dubuque, IA 52001.

ON THE CAMPUS

Women Take The Lead In Enrollment

Recent data from the National Center for Educational Statistics (NCES) show that for the first time women outnumber men at colleges and universities at both the undergraduate and the graduate levels. Women now account for 50.7 percent of the 11.7 million students enrolled at postsecondary institutions in the United States. The enrollment of women grew 3.8 percent from 1978 to 1979. By comparison, the number of men attending institutions or higher education rose by just over one percent. NCES attributes much of the increase to the growing number of women entering two-year schools. Specifically, the report notes a 7.2 percent rise of part-time women students at two-year institutions. However, for both part-time and full-time students at two-year colleges the proportion of women is still substantially higher than that of men. Copies of *Education Directory, Colleges and Universities* are available free from NCES,

project on the status and education of **women**

Association of American Colleges • 1818 R Street, NW, Washington, DC 20009

Number 26 • Spring 1980

FOB #6 Bldg., 400 Maryland Ave, SW, Rm 3055, Washington, DC 20202.

In a related survey the U.S. Census Bureau found not only an increase in overall enrollment but also a marked growth in the number of "older" women enrolled at all levels of higher education. From 1970 to 1978 the number of female students aged 25 to 34 increased by 187 percent compared with an increase of 36 percent for females aged 18 to 24. For men the increase was 48 percent and nine percent respectively. At two-year colleges the number of women over the age of 25 nearly tripled while the number of men over 25 doubled. Copies of *School Enrollment: Social and Economic Characteristics of Students*, Oct. 1978, are available free from the Bureau of the Census, Education Branch, Rm. 1637, Bldg. 3, Washington, DC 20233. SERIES PZO#346.

Accomplishment By Degree: More Women In Graduate School

Women are earning more degrees at all academic levels than ever before. According to the National Research Council's (NRC) *Summary Report, 1978 Doctorate Recipients From United States Universities*, the number of women receiving doctorate degrees between 1971 and 1978 increased by 80.9 percent, with women accounting for 26.9 percent of all Ph.D.'s in 1978. In comparison, the number of Ph.D.'s awarded to men declined 5.5 percent from 23,855 in 1977 to 22,537 in 1978. For women, between 1977 and 1978, the largest percentage increase, 13.1 percent, was in the life sciences, while the number of women earning degrees in the humanities and non-traditional fields such as engineering remained stable. Copies of the report are available free from NRC, Rm. JH718, 2101 Connecticut Ave., NW, Washington, DC 20418.

A parallel trend is the rising number of women entering both graduate and professional schools. The U.S. Census Bureau reports that women's enrollment in graduate school grew five times as fast as men's between 1970 and 1978. For example, in 1970 there were 47 females for every 100 male graduate students. But by 1978, the gap had narrowed to 20; an increase in enrollment of 104 percent for women. In professional schools the pattern is similar. In 1979, almost one of every five first professional degrees (medical, legal or theological) went to women. Female medical students now comprise 25.3 percent or one-fourth of the total student body. In fact, the 2.6 percent enrollment increase of the first year medical students in 1979 was the sharpest gain for women in five years. Copies of *School Enrollment: Social and Economic Characteristics of Students*, Oct. 1978, are available free from the Bureau of the Census, Education Branch, Rm. 1637, Bldg. 3, Washington, D. C. 20233. SERIES PZO#346.

Presidents' Wives Receive Recognition for Work Done

Wives of university and college presidents are gaining recognition and support for their work on campus. For example, Ann Palamountain, wife of the president of SKIDMORE COLLEGE (NY), holds the position of consultant in development. The UNIVERSITY OF BRIDGEPORT (CT) hires Virginia Miles as a consultant in development as well. At STANFORD UNIVERSITY (CA), Jing Lyman has an office as well as a secretary and a house manager who assist her. Sylvia Robinson, holds the position of executive assistant in development at MIDDLEBURY COLLEGE (VT).

Another president's wife, Marguerite Corbally (UNIVERSITY OF ILLINOIS) has written a book which deals with the services that presidents' wives render at institutions. *The Partners—Sharing the Life of a College President* is available at $4.95 from Interstate Printers and Publishers Inc., 1927 North Jackson St., Danville, IL 61832.

In addition, the American Association of State Colleges and Universities and the Association of Governing Boards plan to develop broad guidelines defining the role of spouses. The guidelines, which will be sent to governing bodies at the institutional and state level, are intended to stimulate discussion among boards and prospective presidents and spouses. Both of these organizations can be contacted at One Dupont Circle, NW, Washington, DC 20036.

Today's Women Frosh: In It For The Money?

College freshmen have become more materialistic according to the latest national survey administered by the Laboratory for Research on Higher Education at the UNIVERSITY OF CALIFORNIA, LOS ANGELES (UCLA). The increased interest in making money is connected with changing career aspirations particularly among college women. For example, 17 percent of current female freshmen desire business careers compared with three percent in 1966. The percentage of male freshmen interested in business careers rose slightly from 18 percent to 23 percent. Additionally, the number of women planning careers as lawyers increased more than fourfold over the past ten years.

Non-traditional fields have become more acceptable for women, while teaching, once a favored career choice for women, has declined in popularity. While almost 38 percent of the freshmen women in 1969 aspired to be teachers, the figure dropped to slightly more than ten percent in 1979. Interest in public affairs and personal development has also declined since 1969. Seventeen percent fewer women and two percent fewer men are interested in raising a family. Single copies of the 158-page survey report, *The American Freshman: National Norms for Fall, 1979* are available

project on the status and education of **women**

Association of American Colleges • 1818 R Street, NW, Washington, DC 20009

Number 26 • Spring 1980

at $7.50 from the Cooperative Institutional Research Program, Graduate School of Education, UCLA, 90024. Checks should be payable to the Regents of the University of California.

Women Mean Business

The Women In Business Program at the COLLEGE OF WILLIAM AND MARY (VA) is in its third year of successful operation. Established in May, 1977 to encourage women to enter and pursue a career in business, the program sponsors workshops, conferences and special presentations which feature executive women in business and industry. Additionally, a limited number of scholarships are available for women enrolled in the College's Masters of Business Administration Program. The Women In Business program was originally funded with a four-year grant from IBM Corporation and since has received additional support from the International Paper Company Foundation. For further information write to Julia B. Leverenz, Director, Women In Business Program, College Of William and Mary, Williamsburg, VA 23185.

Crafting Their Futures: Women In Non-Traditional Work

A pilot program to introduce women to non-traditional work was conducted by the GREEN RIVER COMMUNITY COLLEGE's (WA) Women's Center between June and September of 1979. The program involved ten CETA-eligible displaced homemakers who attended classes half of the day and worked the other half in a variety of on-campus jobs. Introductory classes in carpentry, drafting, engineering, technology, machine shop and forestry were designed to give women "hands on" experience enabling them to learn where their interests and abilities lie. The ten women also attended an ongoing support group. For more information contact M.J. Adams, Women's Center, Green River Community College, 12401 SE 320th St., Auburn, WA 98002.

Opposites Attract, But Do They Assist?

Students who choose lab partners of the same sex may receive more assistance than those who choose partners of the opposite sex according to a study conducted at the UNIVERSITY OF IOWA. In an article which appeared in the March, 1979 *Journal of College Science Teaching*, James A. Shymansky and John E. Penick wrote that teaching assistants were more likely to spend time watching mixed pairs and less time actually helping them. The researchers suggested that "teaching assistants may have been threatened or felt insecure in the presence of mixed groups and preferred to remain passive." Furthermore, it was noted that when used, derogatory comments and negative reinforcements were invariably directed at students of the opposite sex. However, since both female and male teaching assistants behaved similarly, the possibility of proving the existence of blatant sex bias was diminished.

Commission To Study Women In Higher Education

A recently appointed high level task force at the UNIVERSITY OF WISCONSIN will conduct an in-depth study of circumstances that cause or permit barriers to the full participation of women in higher education. The study was commissioned by the Board of Regents, which had initially adopted equal opportunity and affirmative action policies for the state university system in 1974 and 1975. Although annual reports to the Regents have indicated some improvement in the status of women on campus, the Regents noted that there are, nevertheless, constraints limiting the participation of female students and employees. The task force will issue its findings and recommendations, including modifications of present policies and the institution of new programs, by October, 1980.

WOMEN'S CENTERS

California Women's Centers Convene

In what may have been the first statewide conference of women's centers, the Federation of Women's Centers at the UNIVERSITY OF CALIFORNIA met for a two-day conference in March 1979 at Berkeley. Intended to strengthen existing networks among the nine UC campuses and to share problems and solutions, the conference was partially funded by a $700 grant from the Office of the Vice President of Students Academic Services. The grant helped defray travel expenses for many of the 41 women from the nine compuses who attended the conference.

Similarly, a technical conference on the mechanics of managing a women's center was held at the UNIVERSITY OF WISCONSIN in May 1979. Sponsored by the UW Extension's Women's Education Resources, the gathering provided an opportunity for those involved in both community and campus centers to exchange information and ideas.

Thanks to All

The Project on The Status and Education of Women thanks all those who responded to the recent call for information regarding re-entry women students. Due to the enormous response, we cannot thank each of you individually. However, we want you to know that because of your help the Women's Re-entry Project has collected much of the material it needs to assure that a broad spectrum of ideas and viewpoints will be represented in its reports.

project on the status and education of **women**

Association of American Colleges • 1818 R Street, NW, Washington, DC 20009

Number 26 • Spring 1980

Southwest Women Organize Research Center

Centers for research on women are no longer a rarity on campus. The Southwest Institute for Research on Women (SIROW) has been established under the auspices of the UNIVERSITY OF ARIZONA's Women's Studies Department to promote collaborative and interdisciplinary research on women. Primarily designed to facilitate the needs of scholars from Utah, Colorado, New Mexico and Arizona, the Center will also attempt to increase communication between regional scholars through dissemination of its newsletter issued every two months. Among topics to be included in the newsletter are current research on women in the Southwest region, skills for fundraising and organizational tips for meetings and conferences. The Center, which is funded by a three-year grant from The Ford Foundation, is a useful model for others interested in organizing a similar program. Subscriptions to the newsletter are available free from SIROW, Rm 209 Mathematics Bldg., University of Arizona, Tucson, AR 85721.

Women In Religion: A Center Of Their Own

The Center for Women and Religion of the Graduate Theological Union (CWR) is the oldest existing center for women in theological education. Founded nine years ago by women in the San Francisco Bay area, the CWR provides resource services and programs related to women's studies in theology; invites visiting scholars; offers courses concerning women and theological perspectives; and organizes conferences on topics such as "Placement of Women in The Parishes," "Women and Spirituality," and "Women's Studies in Theological Education." In addition, a 70-page bibliography and a quarterly newsletter are available. Single copies of the bibliography cost $5.00. Subscriptions to the newsletter are $4.00 a year or $1.00 per issue. For further information write to Center for Women and Religion, Graduate Theological Union, 2465 LeConte Ave., Berkeley, CA 94709.

WOMEN'S STUDIES

Women's Studies Get A Boost From National Endowment For The Humanities

Over $2.2 million in grants were awarded this past year by the National Endowment for the Humanities (NEH) to projects related to women's studies in history, philosophy, and literature. In a recent news release, NEH chairman Joseph P. Duffey stated that the agency is "committed to aggressively supporting programs . . . that will increase our understanding of the tremendous impact women have made on our history and culture." The majority of the grants were given to college and university-affiliated projects although a number of television, radio, film, individual and organizational projects also received NEH support. For further information write National Endowment for the Humanities, 806 15th St, NW, Washington, DC 20506.

Women's Studies: A Friend In Need, But a Friend Indeed

The needs of women's studies faculty and programs in small colleges and universities is the focus of a national study being conducted by the Great Lakes College Association Women's Studies Program. Funded by a grant from The Ford Foundation, the project began in October, 1979 under the directorship of GLCA Women's Studies Coordinator, Beth Reed. Copies of the final report are expected to be available by Fall, 1980. For more information contact Beth Reed, GLCA Women's Studies Program, Great Lakes College Association, 220 Collingwood, Suite 240, Ann Arbor, MI 48103.

Women's Studies Journal Changes Hands

Signs, Journal of Women in Culture and Society is moving to STANFORD UNIVERSITY (CA), and will be based at the Center for Research on Women (CROW). Published by the University of Chicago Press since its creation in 1975 and formerly edited by Catherine R. Stimpson, a professor of English at BARNARD COLLEGE (NY), *Signs* is an international interdisciplinary journal of women's issues. The new editor will be Barbara Charlesworth Gelpi, a CROW affiliate and lecturer in the English department.

SEXUAL HARASSMENT

Sexual Harassment Gets Profs in Trouble

Charges of sexual harassment brought by women students on three separate campuses have resulted in the dismissal of one faculty member, the suspension of another and a formal reprimand of a third professor.

Accused of embracing, fondling and propositioning five of his female students in the Fall of 1977, a tenured associate professor of philosophy at SAN JOSE STATE UNIVERSITY (CA) was fired this past January. The professor, who had taught at the university for 16 years, was dismissed "on the basis of the unanimous recommendation for dismissal of the faculty committee that heard the matter and the President of San Jose University," according to a statement released by the California State University and College System.

An assistant professor of sociology at the UNIVERSITY OF CALIFORNIA AT BERKELEY was suspended without pay for one quarter, an action comparable to

project on the status and education of **women**

Association of American Colleges • 1818 R Street, NW, Washington, DC 20009

Number 26 • Spring 1980

a fine of $5,000. The professor, who has denied all allegations of sexual harassment, previously received an oral reprimand after being charged with fondling and propositioning 13 students, offering a good grade in exchange for sex, and writing an unfavorable letter of recommendation for one student who refused his sexual advances. The suspension capped a yearlong campaign by some female sociology students who formed Women Organized Against Sexual Harassment, a group committed to combatting sexual harassment on campus and to developing appropriate grievance procedures.

In what may be the first known action in a sexual harassment case at HARVARD UNIVERSITY, a government professor was formally reprimanded when a student contended that he had tried to kiss her on the lips. Although the professor denied the allegation, he admitted kissing her on the forehead as a spontaneous gesture of affection. The student maintained that the kiss was "psychologically damaging in itself."

HEW to Address Sexual Harassment Complaints

The Secretary of the Department of Health, Education and Welfare (HEW), Patricia R. Harris, recently targeted sexual harassment "as a component of sex discrimination." In a memo to officials in her agency, she said that henceforth the official standards of conduct within the department will prohibit such harassment. She also directed equal opportunity offices with HEW to investigate complaints alleging such behavior and ordered equal opportunity counselors to be briefed on the "subtleties of sexual harassment."

Students Organize to Battle Sexual Harassment

Repeated claims of sexual harassment at ARIZONA STATE UNIVERSITY prompted five students to form Women Against Sexual Harrassment (WASH). Although originally established under the aegis of the university's Women's Affairs Board of the Associated Students, the organization has since moved off campus. A primary reason for the move was opposition voiced by several male professors to the organization's practice of maintaining confidential files describing harassment incidents. The professors have called the files "another form of McCarthyism."

Alternative ways of dealing with the problem of sexual harassment were suggested by several faculty members. Under consideration are the use of ombudsmen as impartial, objective fact-finders and consultation with women faculty members for advice. WASH will continue with its original objective of offering peer counseling and referral to women students. For further information contact Louise Van Bushkirk, 568 E. Mesa Vista Lane, Mesa, AZ 85203.

RAPE

Campuses Coordinate To Prevent Rape

While college campuses tend to be high risk areas for rape because of the concentration of women, they are also ideal locations for educating about rape prevention. The UNIVERSITY OF CALIFORNIA, in what is thought to be an innovative approach to such education, has recently developed a rape prevention education program on all nine campuses. The UC Rape Prevention Education Program consists of campus coordinators who work with administrators and students to assess campus safety. Additionally, the coordinators establish victim services, and initiate the development of informal discussions led by trained volunteers. Financed by a federal grant administered through the California Office of Criminal Justice Planning, the project will be evaluated after its first year and could possibly be used as a model by universities and colleges making similar efforts. For additional information write to Maria Sakovich, Chief Coordinator, UC Rape Prevention Education, University of California/Berkeley, Berkeley, CA 94720.

Alumni and Students Work Against Rape

Alumni and students at STANFORD UNIVERSITY (CA) have developed a videotape about the problem of rape on campus which includes interviews with rape victims, lawyers, counselors, and both male and female students. A unique feature of the tape is the depiction of rape as a societal problem for which men and women must take responsibility. Funded by the university, "Working Against Rape" may be useful as a tool for resident advisors and others interested in initiating discussion about the subject. Copies are available for purchase at $70 each or for rental at $30 each from Alice Supton, Assistant Dean for Residential Education, 311 Old Union, Stanford University, Stanford, CA 94305.

Operation Whistlestop: Rape Prevention for Women on Campus

Students at the UNIVERSITY OF WISCONSIN AT MADISON will be borrowing more than just books and resources from the library's shelves. As part of the university's effort to improve campus security, the library will lend high frequency whistles to students for use as a deterrent to crimes such as rape and other physical assaults. Additionally, hotline phones with a direct connection to campus police have been installed in several convenient locations throughout the library. Both measures are part of a "Whistlestop" crime prevention program recently instituted at the school. For more information contact Judith A. Tuttle, Chief, Circulation Department, 170 Memorial Library, University of Wisconsin, 728 State St., Madison, WI 53706.

project on the status and education of **women**

Association of American Colleges · 1818 R Street, NW, Washington, DC 20009

Number 26 · Spring 1980

Center Confronts Rape

The National Institute of Law Enforcement and Criminal Justice has designed the Stop Rape Crisis Center (SRCC) in Baton Rouge, LA, as an "exemplary" project. The Center works to develop innovative procedures for law enforcement and medical agencies to reduce the victim's psychological and physical trauma, and also attempts to increase the rates of reporting, arrests and convictions in rape cases. Established in July, 1975, with a grant from the Law Enforcement Assistance Administration, SRCC has worked through affiliation and coordination with the district attorney's office, law enforcement agencies and the medical community to improve the situation in Baton Rouge. Since rape is a growing concern on college campuses, the SRCC project may serve as a model for school rape crisis programs and counseling services. Copies of a 95-page report of SRCC's program are available at $3.75 prepaid from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Checks are payable to Superintendent of Documents.

Protection Guide For Older Women

A new manual published by the National Center for the Prevention and Control of Rape describes the particular vulnerability of the older woman to rape and sexual assault, and outlines preventive activities such as educational and training tools for use by older women, community groups, planning and service agencies, housing personnel, law enforcement agencies and others working to alleviate this problem. The 171-page guide may prove useful for institutions with programs for returning students, or senior citizens such as summer hostels for the elderly. *Rape and The Older Woman: A Guide To Prevention and Protection* is available at $3.00 from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Stock #017-024-00849-4.

EMPLOYMENT

TIAA-CREF To Adopt Unisex Table For Pension Benefit

Pension plans which no longer discriminate on the basis of sex may soon become a reality for college and university faculty. The Teachers Insurance and Annuity Association-College Retirement Equities Fund (TIAA-CREF) recently proposed a new mortality table based on age only. It would replace the current sex-based tables that result in lower monthly benefits for women. Although the monthly contribution for men and women have been equal, benefits for women have been smaller on grounds that women would outlive men and therefore would receive a greater number of monthly payments.

Effective in the summer of 1980 (if approved by the New York State Insurance Dept. which regulates TIAA-CREF), the table would provide equal monthly benefits for equal premiums to men and women of the same age. However, the new pension plan will not affect payments by TIAA-CREF to persons currently receiving retirement income, or future benefits resulting from contributions made before the adoption of the new table. Additionally, the plan would make little difference for retirees holding joint-life policies since these benefits are based on the combined life expectancies of both the man and the woman.

TIAA-CREF's use of sex-based mortality plans had been challenged in eight federal courts. In two cases, (*Spirt* v. *TIAA-CREF*, U.S. Dist. Ct., So. N.Y., 475 F. Supp. 1298), and *(Peters* v. *Wayne State University,* U.S. Dist. Ct., 476 F. Supp. 1343 (1979)), the court has ruled that the use of sex-based mortality tables have a discriminatory effect upon women, thus violating Title VII of the 1964 Civil Rights Act which prohibits discrimination in employment. The remaining six cases involving sex discrimination in pension benefit plans are pending. TIAA-CREF, whose retirement plans are currently offered at about 85 percent of private colleges and universities and some 40 percent of public post-secondary schools, has not made any decisions regarding future actions in these cases.

Stanford Searches For Women To Tenure

STANFORD UNIVERSITY (CA) recently intensified its affirmative action efforts by forming three task forces to identify women of "unarguable quality" for tenure appointments in the humanities; social sciences and the professions; and natural and applied sciences. Provost Donald Kennedy who announced the University's search for talented women professors, admitted that Stanford has been "very disturbingly ineffective" in appointing women to tenured positions. In the past four years, 85 men but only two women have received direct tenure appointments at Stanford. And while the percentage of women on tenure-line appointments has almost doubled over the past eight years (from 4.7 to 8.4 percent), the proportion of women actually holding tenure has not increased appreciably (from 3.6 to 4.1 percent) during this period. Stanford University officials explain that although women have been promoted to tenure at the same rate as men, these gains have been offset by retirements.

Administering To Women In The Education Profession

Women administrators at California colleges and universities have organized a group, California Concerns, to work toward enhancing the professional con-

project on the status and education of **women**

Association of American Colleges • 1818 R Street, NW, Washington, DC 20009

Number 26 • Spring 1980

tribution of women at all levels of higher education administration in their state. The group has sponsored a skills conference on the use of computers in higher education management, and plans a second skills conference on fiscal and financial planning and organization. For information, contact Dean Margaret Bates, Sumner Hall, Pomona College, Claremont, CA 91711, or Jean B. Walton, Humanities, Bldg. 220, Scripps College, Claremont, CA 91711.

Advancement In Academe: Brushing Up On Basic Skills

How to maximize your chances of getting a job or getting ahead in academe is the subject of a pamphlet published by the American Association of University Professors' Committee W on the Status of Women, Massachusetts State Conference. The pamphlet contains hints for applying and interviewing for an academic position, suggestions for securing promotion and tenure, and a section on the value of sustaining a professional life outside the institutional setting. Although primarily directed at assisting graduate students and newcomers to academe, the three-page publication is a useful refresher for those already well-established in an academic profession. Single copies are available free from Joan M. Moon, Chair, Committee W, 11 Monmouth Ct., Brookline, MA 02146. Bulk copies are available at ten cents per copy.

Mothering Time: A New Angle For An Old Debate

Working women have long argued that the quality of time spent with family outweighs the quantity in order to refute the claim that attention to family care decreases when a woman works outside the home. But a new study challenges the notion that the amount of time spent with the family decreases at all. Kathryn Stafford, assistant professor of home management and housing at OHIO STATE UNIVERSITY, found that when a woman joins the labor force, the overall time she spends on family care actually increases. Stafford reached this conclusion by distinguishing physical care from non-physical care and by grouping family members in various life-cycle stages ranging from the pre-child stage to that of adult children who have left home. Using this new method of data analysis, Stafford found that although working women may spend less time on physical care than unemployed women, working mothers compensate by spending more time in providing greater emotional, learning, and recreational support for their families. However, working mothers of preschool children were less able to spend additional time on non-physical care because their children have so many purely physical needs.

Catalyst To A Career

Catalyst is a national non-profit organization that provides career information and self-guidance material to women to help them choose, launch and advance their careers. Through a network of 165 local resource centers, Catalyst offer services such as educational, career and personal counseling; workshops and special seminars; and employment services. Also available is a bibliography of selected resources and papers designed to expand education and career options for women. Information on available publications and a listing of the resource centers can be obtained from Catalyst, 14 East 60th St., New York, NY 10022.

Seek and You Shall Find: Directory Of Women's Employment Programs Available

A *National Directory of Women's Employment Programs: Who They Are; What They Do* is now available. Published by the Women's Work Force of Wider Opportunities for Women (WOW), the directory includes detailed descriptions of more than 130 women's employment organizations with information on programs, services, fees and publications. The 140-page book is useful both as a recruiting guide for prospective employers and as a resource tool for graduating students and others seeking employment. Single copies are available at $7.50 prepaid from Wider Opportunities for Women, 1649 K St., NW, Washington, DC 20006. Discount rates for bulk orders are also available.

. . . RECENT TRENDS

Women's Earnings: A Decent Wage

In 1979 women achieved another historic first when they became more than half of the labor force. The Department of Labor reports that two thirds of the 2.1 million new jobs that year went to women. However, the median earnings of working women remained about 60 percent of those of men between 1967 and 1978. During those eleven years, the real earnings of all workers increased seven percent and the black-white earnings gap narrowed, but the difference between men's and women's salaries remained unchanged.

Data also continued to show that men reap more benefits from their education than do women. Men's income increases dramatically with the addition of a bachelor's degree but women's salaries increase only modestly. In 1977 women with four years of college earned less on the average than men with an eighth grade education. And although the salary gap was narrowest between those who had completed five or more years of college, women at this level still had average incomes comparable to only 65 percent of those of men at this same level. Since higher education became important for men with incomes over $20,000 and for women with incomes over $12,000, women seem to need more education than men to

project on the status and education of **women**

Association of American Colleges • 1818 R Street, NW, Washington, DC 20009

Number 26 • Spring 1980

reach the middle-to-upper income categories. The 22-page report, *The Earnings Gap Between Women and Men* is available at $1.50 from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Stock #029-016-00060-7.

Salary Stats Available

National statistics on the distribution of faculty salaries paid in higher education are now available from the National Education Association (NEA). *Quartiles of Faculty Salaries Paid in Higher Education, 1977-78* presents salary statistics by sex, by type of institution, by region and by length of contract. Regardless of the type of institution, the higher the academic rank, the fewer the women. Women in four-year institutions were 22.5 percent of the faculty on nine-month contracts. The median salary of these women was 85.4 percent of the median salary of all faculty in those institutions. Figures for other types of institutions showed similar discrepancies between the median salaries of women and men.

Copies of the publication are available at $1.35 for members, stock #1669-6-06, or $3.00 for non-members, stock #1669-6-16, from NEA, 1201 16th Street, NW, Washington, DC 20036.

A Long Uphill Climb: The State of Federally Employed Women

In a study of U.S. government employees, the Federal Women's Program found that although the number of women working at all levels is increasing, inequities are still apparent at the highest levels. In fact, at the present rate of 0.5 percent increase each year, the study concluded, it will take women 64 years to reach parity with men in senior grades. For more information write Federal Women's Program, U.S. Civil Service Commission, Room 7540, 1900 E St., NW, Washington, DC 20415.

. . . IN THE SCIENCES

Women Scientists: Good Women are Not So Hard To Find

Two new resources are now available for those attempting both to increase the visibility of women in science and to encourage more female students to consider and elect science courses and careers.

Intended to facilitate the establishment of programs which bring women scientists into contact with women students, the *Women Scientist Roster* contains information about approximately 1,300 women who have indicated a willingness to encourage females to consider a career in science. The women are currently employed in mathematics and engineering as well as the biological, physical and social sciences. Compiled by Iris R. Weiss and Carol Place, the roster consists of two lists which, when used in conjunction, identify women scientists by geographic location and elaborate their qualifications. Copies are available prepaid at $3.50 plus $1.00 postage and handling from the National Science Teachers Association, 1742 Connecticut Ave, NW, Washington, DC 20009. Stock #471-14762. Quantity discounts available.

Operated by the Association for Women in Science (AWIS), the *National Registry of Women in Science and Engineering* includes more than 5,000 listings of women with science professions. The registry may be useful for institutions seeking candidates for jobs and advisory panels, as well as to provide speakers and resource persons for projects regarding women in science. For further information contact Mary Lee Schneiders, AWIS Registry, 1346 Connecticut Ave, NW, Washington, DC 20036.

Women In Science: Some Things Change; Some Remain The Same

Salary differences between men and women scientists and engineers in industry and the federal government continue to be substantial despite the fact that in the past few years women's earnings have climbed somewhat more rapidly than men's. In industry, the salary differences for new Ph.D.'s are markedly less, but the pay differential for mid-career scientists and engineers was larger in 1977 than in 1973. The differential in pay for those employed by the federal government was $4,300 for persons age 40-44.

A recent report published by the Committee On the Education and Employment of Women in Science and Engineering summarizes the progress of doctoral women scientists and engineers in private industry and the federal government since the advent of affirmative action mandates, and includes a detailed analysis of available data. The Committee, chaired by Lilli Hornig since its inception in 1974, is also planning a more extensive study that will examine industry's hiring of women scientists at all degree levels and will include recommendations for recruitment. Copies of the 56-page report, *Women Scientists in Industry and Government: How Much Progress in the 1970's?* are available at $5.00 prepaid from the Office of Publications, National Academy of Sciences, 2101 Constitution Ave, NW, Washington, DC 20418.

LANGUAGE AND TEXTBOOKS

Improving Federal Vocabulary: Agencies Delete Sex-Biased Language

An increased awareness of the perpetuation of stereotyping through language has spurred attempts

by government officials to abolish the use of sex-biased wording in department publications, policy statements, memos and documents.

The Department of Health, Education and Welfare (HEW) issued a statement prohibiting the use of sex-biased terms in any department writings. To facilitate compliance with the new rule, HEW also sent their regional offices a booklet which lists sex-biased terms and preferred alternatives as well as suggestions on avoiding language that stereotypes or omits women. Published by the American Society for Public Administration, the 8-page booklet illustrates how sex-biased terminology reinforces inequities based on gender. Although written primarily for public administrators, *The Right Word: Guidelines for Avoiding Sex-Biased Language* is a useful resource for those concerned with sex-biased language. Single copies are available at $1.25 from the American Society for Public Administration, National Committee on Women, 1225 Connecticut Ave. NW, Washington, DC 20036.

Boycott Called On Sexist Texts

The Coalition of Women's Art Organizations (CWAO) is calling for a boycott of Horst Waldemar Janson's *The History of Art*, a prominent text in art history since 1964. Although the book includes 3000 artworks, none are by women. The Women's Caucus for Art has also identified several other textbooks that exclude women artists. Among these are Helen Gardner's *Art Through The Ages*, sixth edition; Albert Einstein's *Purposes of Art;* E.H. Grombrich's *The Story of Art;* Robb and Garrison's *Art In The Western World;* Seldon Rodman's *Conversations With Artists;* and Janson's *Key Monuments of the History of Art. To suggest* alternative reading material, CWAO distributes a comprehensive bibliography of resources on women artists. Compiled by Tracey Russ, the bibliography is available at $1.35 prepaid from Bibliography, 9912 Brierly Rd., Chevy Chase, MD 20015. Checks should be made payable to Coalition of Women's Art Organizations.

Texts for Teachers Ignore Sexism

A recent study of teacher training texts published between 1973 and 1978 showed that the issue of sex-equity is rarely discussed. In fact, of the 24 texts studied only one devoted more than one percent of its space to the discussion of sexism. None of the books provided teachers with resources or strategies for combatting sexism in the classroom. Included in the study were introductory texts in education, the psychology of education and methods of teaching. In almost all, the history, contribution and achievements of women in education were overlooked. Texts dealing with math and science reflected the least sensitivity to the issue of sexism despite substantial research findings concerning the historical failure of math and science courses to meet the needs of female students. The study, "Teacher Training Texts: Sexist, Too" by Myra and David Sadker and Tom Hicks appeared in *Interracial Council on Children's Books Bulletin*, Vol. 10 No. 7.

Additional information about sexism in teacher education is available from the Non-Sexist Teacher Education Program. The American University, Roper Hall 113, Massachusetts and Nebraska Aves. NW, Washington, DC 20016.

INTERNATIONAL

Curriculum Guide On Women In Other Cultures

Crossing Cultures . . . Third World Women is a resource on minority and third world women for social studies teachers. Developed by the Training Institute for Sex Desegregation at RUTGERS UNIVERSITY (NJ) under a grant from the Office of Education (HEW), the booklet lists films, books and activities for elementary and secondary school students. The bibliography may be of use to college teachers seeking material on third world women and for teacher trainers. Also included is a guide to other resources and related organizations. Copies of the 33-page booklet are available at $2.50 from the Training Institute for Sex Desegregation, Rutgers University, Federation Hall-Douglass College, New Brunswick, NJ 08903. Checks should be made payable to Rutgers, The State University.

A Comparative Look At Women's Education Here And Abroad

Increasing the education level of women in less developed countries may be a necessary factor for development according to a report from the Agency for International Development, Office of Women in Development. *The Comparative Functionality of Formal and Non-Formal Education for Women* is the culmination of a five-phase study comparing formal and non-formal education programs in the United States with those in developing countries to determine what programs will best facilitate the rapid integration of women in development efforts. Included in the publication are sections on the history of women in education in the United States and elsewhere, a look at the education of women from a political perspective, and recommendations. Copies of the 189-page report are available free from the Office of Women In Development, Agency for International Development, Rm 3243 N.S., Washington, DC 20523.

A Women's Center That Spans The Globe

The International Women's Tribune Centre provides information to women developing communication methods and educational resource materials that benefit women worldwide. Established as a follow-up to the

project on the status and education of **women**

Association of American Colleges • 1818 R Street, NW, Washington, DC 20009

Number 26 • Spring 1980

United Nations World Conference of The International Women's Year in Mexico City in 1975, the Centre provides liaison services; technical assistance and training through collaborative projects, workshops and advisory services; and a resource center which offers support services, country profiles, a project data bank, reference services, slide archives and newsletters. Resource books, slide and tape sets are available for purchase. Among the materials are resources on Caribbean women, and Asian and Pacific women in development. Two newsletters—one in Spanish, the other in English—are free to women in the third world countries. For others, annual subscriptions are $3.00 from International Women's Tribune Centre, 305 E. 46th St., Sixth Floor, New York, NY 10017.

RESOURCES

Breaking The Barrier: The Status of Women In Higher Education Administration

Women administrators, still a minority, are the subject of a recent collection of essays published by the National Association of Women Deans, Administrators and Counselors (NAWDAC). Edited by Margaret C. Berry, *Women In Higher Education Administration* contains 29 articles on topics such as women college and university presidents, the community college woman administrator, survival strategies, women discriminating aaginst women, barriers in administrative opportunities, job satisfaction, and upward mobility. The 184-page book may be useful as a reference or textbook for courses in education administration and women's studies. It is available at $8.50 from NAWDAC, 1625 Eye St., NW, Suite 624-A, Washington, DC 20006.

Anthology Of Research On Women's Psychological Needs

Recognizing that psychological studies have often failed to use women as subjects or to focus on the psychological needs that women deem important, the National Institute of Mental Health (NIMH) has published a collection of NIMH-supported research in which the primary concern is the individual woman. The book, which is intended as an anthology for those unlikely to read the professional publications in which these studies are reported, describes research about women's mental health, work, marriage, divorce, depression and physiology. Single copies of *Science Monographs Women's World* by Anne E. Fisher are available at $2.40 from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Stock #017-024-00798-6.

Education Programs For Women: Looking Backward, Looking Ahead

Special Programs For Women In Higher Education, a 75-page report of a March, 1979 conference sponsored by BARNARD COLLEGE (NY), contains a critical retrospective and evaluation of the past ten years for women in higher education: a discussion of the current status of continuing education, women's studies, libraries and special collections, research centers, women's centers and publications; and suggestions and strategies for the common problems faced by various campus women's programs. Single copies of the publication are available at $2.00 from The Women's Center, Barnard College, Morningside Heights, New York, NY 10027.

Resource Summarizes Research on Sex-Roles and Sex Discrimination in Education

Sex Role Socialization and Sex Discrimination: A Synthesis and Critique of The Literature summarizes a wide range of research concerning sex discrimination and sex stereotyping in education published between 1960 and 1978. The publication is the culmination of a study funded by the Women's Research Program of the National Institute of Education and contains sections on sex discrimination in primary, secondary, and postsecondary education; sex role socialization; race and sex discrimination; sex discrimination theory; and a review of what changes in sex role stereotypes are occurring. Also included is an extensive list of references for each section. Copies of the 169-page report are available free from Veronica Thomas, Social Processes/Women's Research Team, National Institute of Education, 1200 19th St., NW, Rm. 820, Washington, DC 20208.

Research Inventory Available

The first inventory of research on women being conducted at HARVARD UNIVERSITY (MA) has recently been compiled. *Harvard Research in Progress on Women* is a listing of 119 projects ranging from the sciences to the humanities, covering such topics as aging, work, nutrition, credit, pregnancy, poetry, religion, linguistics, law and education. The nature of the projects range from articles, books and films to conferences, exhibits and biographies. Four indices provide an easy reference to the contents of the lists, which may prove useful for institutions planning to compose similar compilations of research on their campuses. Copies are available at $1.00 from the Ad Hoc Committee On The Status Of Women at Harvard And Radcliffe, Radcliffe College, 10 Garden St., Cambridge, MA 02138.

A Guide for and About Women at Radcliffe

RADCLIFFE COLLEGE (MA) recently published a manual describing the resources, curriculum and programs for women who work and study at Radcliffe and

project on the status and education of **women**

Association of American Colleges • 1818 R Street, NW, Washington, DC 20009

Number 26 • Spring 1980

HARVARD UNIVERSITY. The guide may be useful for institutions interested in providing similar information to women on their campuses. In addition to historical facts about the relationship between Radcliffe and Harvard, the 72-page booklet contains information about student-organized activities, women faculty committees, graduate and continuing education programs, athletics, and services such as counseling and child care. Also included is a list of courses which focus on women. Copies of *The Radcliffe Guide for Women Who Work and Study at Harvard and Radcliffe* are available free from Radcliffe Publications, 10 Garden St., Cambridge, MA 02138.

Her Story: Securing Women's Rightful Place . . . In History

Approaches To Women's History: A Resource Book and Teaching Guide contains valuable information and suggestions on how to integrate women's history into an institution's regular curriculum. Included in the publication are 26 sets of primary and secondary sources, over 200 discussion questions and special activities, chronologies of women's activities during the past 200 years and an extensive bibliography listing over 100 resources. The publication was the result of efforts of over forty women's studies specialists who participated in the 1976 Sarah Lawrence Summer Institute on the Integration of Women's History into the High School Curriculum, sponsored jointly by Sarah Lawrence College and the American Historical Association (AHA) and funded by the National Endowment for the Humanities. Though initially aimed at high school programs, the 160-page guide is also useful for those interested in instituting on their campus a course, program or special project in women's history. Copies are available at $5.00 prepaid from AHA, 400 A St., NW, Washington, DC 20003, Attn: Publications Department.

Publication Evaluates Re-Entry Programs

Impediments to the success of re-entry programs for women at community colleges across the country is the focus of a recent study published by the Center for Adult Education, COLUMBIA UNIVERSITY Teachers College (NY). Included in the 59-page book is an evaluation of the various institutions' program organization, curriculum development and supporting services. Written by Jack Mezirow with contributions from Victoria Marsick, copies of *Education for Perspective Transformation: Women's Re-Entry Programs in Community Colleges* are available at $3.50 plus $1.23 for postage from ERIC Document Resource Center, P.O. Box 190, Arlington, VA 22210. Document #166367.

Farewell To PSEW Staffers

Grace L. Mastalli, Carolyn Fontaine and Julie Kuhn will be leaving our Project this spring. Mastalli, whose leadership as Associate Director over the past two and a half years will certainly be missed, will become a Senior Associate in the program on education policy and organization at the National Institute for Education. Fontaine and Kuhn, who both attend Georgetown University, will be leaving the Washington area following graduation this month. Fontaine will seek employment in Europe, and Kuhn will return to Washington after a two-month stay in Australia. Their contributions to the Project have been numerous and invaluable, and they too will be missed. We wish them all well.

OOPS, WE GOOFED!

In our article "Tenure for Two: Earlham College Sets Precedent" (Winter, 1980), we wrote that Alice and Randall Schrock may have been the first married couple to receive tenure for a shared, full-time teaching position. The Schrocks are not alone. Peter and Sue Ellen Gruber, associate professors in the biological sciences at Mount Holyoke College, (MA) were awarded tenure in July, 1978 prior to the Schrocks. Richard and Margaret Olivo, associate professors in the biological sciences at Smith College (MA) have shared an appointment since 1973 and were granted tenure in April, 1979.

Under "Resources for Careers in Science" (Winter, 1980), we stated that *Science Career Explorations For Women* by Kala Stroup and Walter Smith was available from the National Teachers Association. The book is available at $2.50 from the National **Science** Teachers Association, 1742 Connecticut Ave., NW, Washington, DC 20009, stock #471-14748.

Finally, "The Hidden Career: How Students Choose Engineering (Engineering Education, April, 1979), mentioned in our article "To Be or Not To Be an Engineer: That Is . . . A Difficult Choice for A Woman," (Winter, 1980), is based on data compiled by Patricia Durchholz. We apologize for incorrectly spelling Ms. Durchholz's last name.

The Project regrets any inconvenience these errors might have caused.

project on the status and education of **women**

Association of American Colleges • 1818 R Street, NW, Washington, DC 20009

Number 26 • Spring 1980

Lend A Hand, Become A Project Associate*

When the Project began in 1971, we mailed publications to barely a thousand people. Today our mailings go to 15,000 key persons in higher education. We answer about 600 inquiries each week. We have published more than 100 original papers on all aspects of women's participation in education—from affirmative action to the prevention of rape on campus. The Project also plays another role—we speak out for both women and institutions against bureaucratic doubletalk and delay. We prod the federal bureaucracy to produce regulations which are not onerous or disruptive.

Just as our outreach has grown, so has the financial burden outgrown our sources of funding. We need your participation to continue our free services. This guaranteed readership assures the broadest possible impact on the thinking of people in higher education, including those who are still lukewarm to the issues of women.

We ask you to join in our work by becoming an Associate of the Project. As an Associate you will not only receive all the Project's regular mailings, but also a Special Report only for Associates. Your contribution of $15, $25, $50, $100 or more will help bridge the gap between law and substantive change. The Association of American Colleges is a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code.

Checks should be made payable to **"Association of American Colleges."**

* The Project extends special thanks to all who have contributed to our efforts thus far. A special report for Project Associates will be forthcoming.

YES, I want to help women achieve true equality in higher education. I want to become an Associate of the Project.

I enclose my contribution of: ☐ $15 ☐ $25 ☐ $25 ☐ $100 ☐ Other $.....

NEW ADDRESS? WANT TO RECEIVE OUR MATERIALS?

If you have moved recently or wish to be on the Project's mailing list, please fill out this form carefully, and check the appropriate box. Don't forget to include the information relating to your organizational affiliations and/or special interests relating to women in education. For example, it will be helpful for us to know, that you are not only an academic dean but also the campus Title IX coordinator and an active member of the League of Women Voters.

Finally, please let us know how you use our materials and how we can better meet your needs.

Name _____

Title _____ Institutional Affiliation _____

Address _____ City _____ State _____ Zip _____

Area Code _____ Telephone _____

Other Affiliations, Activities, and/or Special Interests Re: Women in Education _____

Check if this is: ☐ an address change or correction

Or if: ☐ new addition not currently on Project mailing list

Comments:

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